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ABSTRACT

During FY 1976, the Florida Migratory Child Compensatory Program (FMCCP) served 43,225 migrant children. Consisting of four major educational components (early childhood, language arts, Learn and Earn, and supportive services), FMCCP was committed to providing preventative education (preschool services), and compensatory education (language arts, Learn and Earn, and supportive services). In FY 1975, emphasis was placed on early childhood and language arts, especially with children in preschool and grades 1, 2, and 3. During 1976 FMCCP found that the percentage of children "ready" to enter first grade after finishing one, two, or three years of preschool was 54%, 56%, and 66% respectively. Also children in first, second, and third grades with previous preschool experience in the FMCCP performed better depending on the years spent in preschool. In language arts, the children evaluated showed a gain of 1.7 months per 20 hours of instruction, surpassing the expected objective of 1.5 months per 20 hours. Learn and Earn was one of the greatest achievements. Once the children were enrolled in the program and placed on the job, they tended to show a high attendance rate (89%). Focusing on the four major components, this report covers the program administration and supervision, organizational structure, need for service, identification, enrollment, grade placement, parental involvement, interrelationship with the regular Title I program, staff development, and career services. (NQ)

75-76

Evaluation

U.S. DEPARTMENT OF HEALTH,
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DEPARTMENT OF EDUCATION
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RALPH D. TURLINGTON, COMMISSIONER



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Prepared by:

James A. Scruggs

1976

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A P P E N D I X

Executive Summary

The United States Department of Agriculture reported (1975) that Florida has 34,000 farms, which encompass some 14,500,000 acres. The cash receipts from farming in Florida were reported (1973) to be \$1,652,000,000. This income came basically from such products as: oranges, cattle, dairy, and grapefruit. Agri-business is a basic industry of Florida. It employs approximately 172,000 migrant and seasonal farm workers. The children of the migrant farm worker population in Florida is the focus of the Florida Migratory Child Compensatory Program (FMCCP). During FY '76, Florida served 43,225 migrant children.

The United States Office of Education under Public Law 93-380 and the Florida State Department of Education under the leadership of Commissioner Ralph Turlington have engaged in a joint effort offering special educational services to the children of migrant farm workers and fishermen. This special educational program is the direct responsibility of the Migrant Section of the Florida State Department of Education.

The size of the State of Florida dictates that the State administrative and operational program must be operationally decentralized to a regional concept. Therefore, the State is divided into three Regional Offices located in Orlando, Sarasota and Ft. Lauderdale, as shown in

the map on the cover of this report. These Regional Offices serve school districts in some twenty-six (26) counties.

Florida has developed and implemented a computer-based fiscal management system. This system has input-output capabilities at terminals located in the State Office and each Regional Office. Information on enrollment and local budgets allows the State Office to make quick and appropriate decisions on the allocation and reallocation of financial and personnel resources. This capability increases the effectiveness of the use of all resources.

There are four major educational components of the FMCCP: Early Childhood, Language Arts, Learn and Earn, and Supportive Services. Each component is written in measurable performance objectives to enable the assessment of program progress.

The two-fold commitment of the FMCCP is to:

- provide preventative education as exemplified in our preschool services
- provide compensatory education as exemplified in our Language Arts, Learn and Earn, and Supportive Services components

Limited funds made the careful allocation of resources paramount in our decision making.

The FMCCP during FY '76 found that the percentage of children "ready" to enter first grade after finishing one, two, or three years of preschool was 54%, 56%, and

66% respectively. This was true as measured by the Metropolitan Readiness Test where a score of "C" or better was considered "ready." Further, a study of children in first, second and third grades with previous preschool experience in the FMCCP shows that they perform better depending on the years spent in preschool. In other words, the children do profit from preschool and perform with a higher degree of achievement commensurate to the years of preschool provided.

In Language Arts, the children evaluated showed a gain of 1.7 months per twenty hours of instruction. This surpassed the expected objective of 1.5 months per twenty hours of instruction.

Learn and Earn was one of our greatest achievements. This group of children, fourteen years of age and above, are among the most difficult to keep in school. However, once enrolled in our Learn and Earn units and placed on the job, they tend to show a very high rate of attendance (89% attendance).

With these condensed highlights, we invite you to view the following report.

Further inquiries and information concerning this report can be obtained by writing:

Dale Milburn, Administrator
Florida State Department of Education
Migrant Education Section
Knott Building
Tallahassee, Florida 32304

Table No. 1

APPROXIMATE COST OF SELECTED STATE
PROGRAM COMPONENTS

State Administration (1 percent administration allowance)	
	\$ 81,557.00
State Operational Cost	\$ 150,000.00
Regional Expenditure (3 Regions)	
Operational Cost	\$ 255,000.00
Instruction	\$ 1,413,790.00
County Expenditures (26 counties)	
Language Arts (LAP)	\$ 3,048,312.00
Early Childhood (ECH)	\$ 3,597,155.00
Learn and Earn (L&E)	\$ 1,074,116.00
Supportive Services (SS)	\$ 1,184,786.00

All expenditures reported above are not the product of a legal audit.

Introduction

The Florida Migratory Child Compensatory Program (FMCCP) is financed under Public Law 93-380 and is a joint venture of the United States Office of Education (USOE), the State of Florida Department of Education (SEA), twenty-six County Agencies (LEA), as well as private non-profit organizations. The State of Florida Department of Education is designated by law as the grantee by the United States Office of Education. The Legislature saw fit to do this because migrant children may attend many schools in many counties and/or states during the course of a school year. Unlike regular ESEA Title I Programs which serve target schools, ESEA Title I Migrant Programs serve target children.

During the 1975-76 school year, Florida allocated \$14,066,945.00. Approximate cost of selected components are given in Table No. 1.

The following report is primarily concerned with the four basic educational components of the FMCCP: LAP, ECH, L&E, and SS.^{1,2,3} However, other services were provided the migrant child while in the State of Florida by other agencies. These services were either solicited by Migrant staff or offered by other state and local mandates. In FY '76, the greatest emphasis was placed on Early Childhood and Language Arts. Further, this concentration was very high with the children in preschool and grades 1, 2 and 3.

The data included represent the condensation of outcome reporting. A more in-depth report of each component may be secured by writing to the address at the end of this report.

Administration and Supervision

The administrative responsibility of the FMCCP is designated to the Florida State Department of Education (DOE/SEA), and is the specific responsibility of the State Administrator of the Migrant Section (FMCCP). This operation is further decentralized into a Regional Operational concept. This Regional concept is mandated by:

- the geographic size of the state
- the small size of some of the country (local) projects which make the sharing of administrative/operational resources more economical
- the need for some state decisions to be made near the project operation

Some supervision was carried out at the county level by personnel that included:

- County Coordinators
- Head Teachers
- Supportive Services Staff

Organizational Structure

The organizational structure of the FMCCP has been established to encompass a delivery unit that is divided into two categories:

- Administration
- Operation

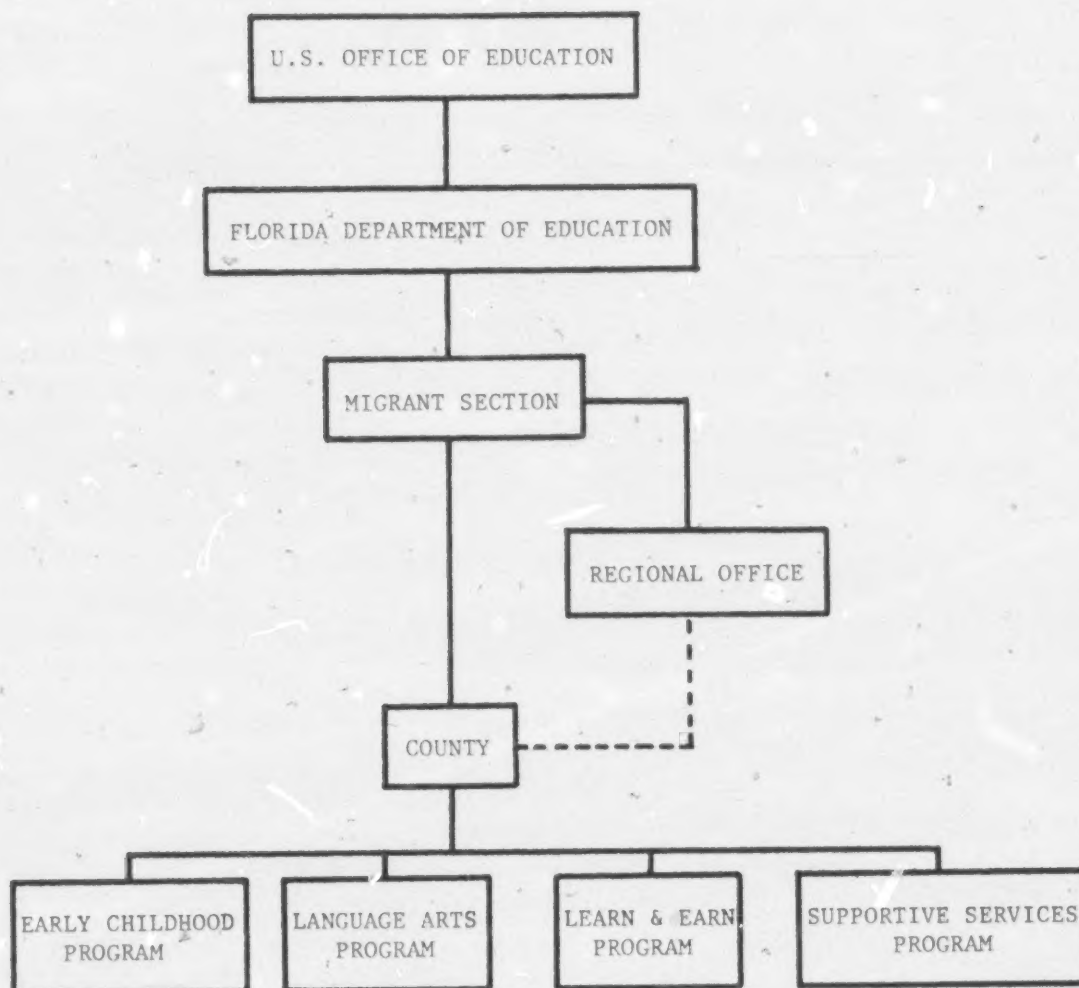
The total organizational functions are clearly described in the Migrant Administrator's Management Guide, developed by a cooperative effort which included the state directors of Florida, North Carolina, California, Michigan, New Jersey and Texas. Others who assisted were the USOE Migrant Branch Chief and the MSRTS Director.

The twelve basic management functions identified to be the responsibility of the states are:

- identification and recruitment
- program development
- fund allocation
- fiscal management
- utilization of the Migrant Student Records Transfer System
- interagency coordination
- parent involvement
- interstate coordination
- information dissemination
- monitoring
- evaluation
- reporting

The organizational structure given in Chart No. 1 was established to carry out these functions with optimum effectiveness.

Organizational Chart No. 1



Need For Service

The FMCCP bases its State Plan for migrant children on many sources of data. First, the Florida State-Wide Assessment⁴ Program generates useful data that give indication of general and specific areas where migrant children have the greatest need as compared with the non-migrant school population. The general finding of this needs assessment was that migrant children start school with language and mathematical skills deficiencies greater than the non-migrant population. Secondly, the evaluative information on student standing is established by the testing program conducted by the migrant staff in the areas of basic skills. This year, a state-wide needs assessment⁵ was conducted which presented significant information for program planning. The overall need for service is established on the following basis:

- The concentration of migrant children in the state as established by an intense process of identification and recruitment.
- The educational needs of individual children are then established by the administration of standardized tests and individualized assessment instruments. The Metropolitan Readiness Test (MRT) is given to preschoolers, the Stanford Early Achievement Test (SESAT) is given to children in grade 1 and the Stanford Reading Test (SRT) is given in grades 2 and 3. This standardized testing is supplemented by an Early Childhood assessment which was developed by the FMCCP, and given to preschool children, and a Criterion Reading Assessment (CRA) which is given to all Language Arts students.

Identification and Enrollment

The identification and enrollment of migrant children in Florida is a cooperative effort between the State, Regional and local agencies. Formal identification procedures, validation procedures and forms are supplied by the state. This process is checked regularly by the state to insure compliance. The county staff consisting of social educators, records clerks, community health workers and school clerical personnel identify children based on.

- late arrival in school
- personal contact with community agencies
- door to door contact with parents

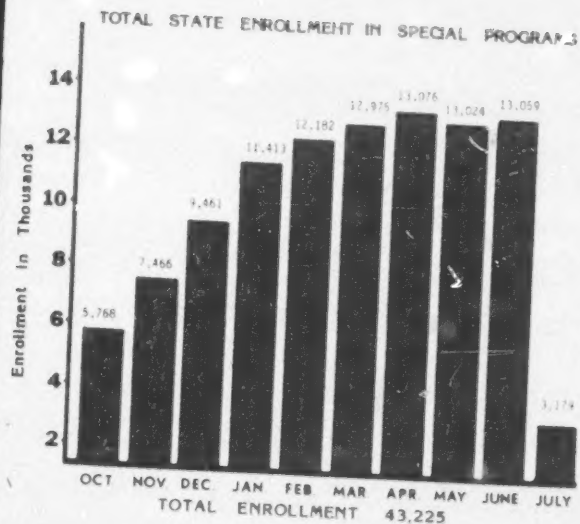
Before service is given to the migrant child, the parent signs an enrollment form that verifies:

- the status of migrancy (i.e., current or former)
- the responsibility for the child (i.e., natural parent, step-parent or guardian, etc.)

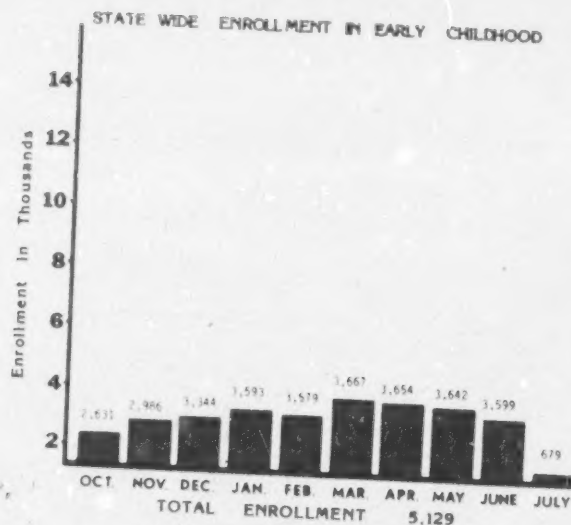
This form also identifies other critical data which enhance service.

Approximately 43,225 migrant children were enrolled in the MSRTS for FMCCP using this process in FY '76. The rate of migrant student enrollment varies during the school year (see Graphs Nos. 1,2,3&4). This knowledge is very important in assessing logical allocation of resources by the FMCCP during the school year. The FMCCP has the

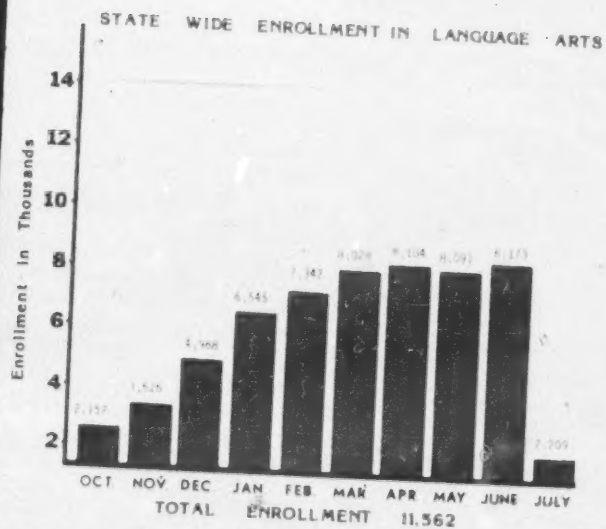
GRAPH 1



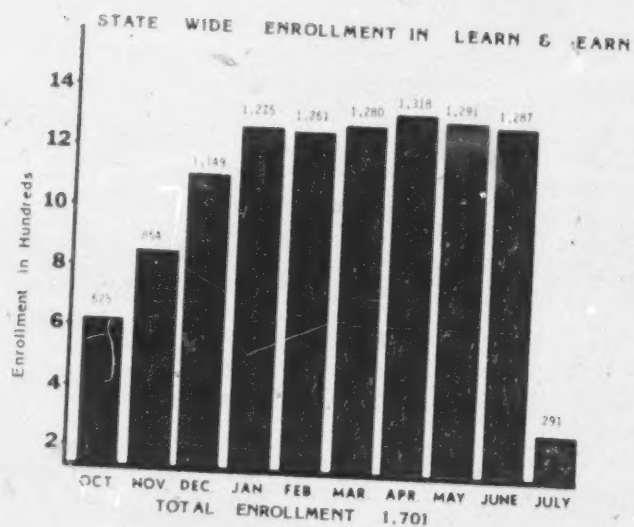
GRAPH 2



GRAPH 3



GRAPH 4



ability to evaluate the allocation of resources in the state by using the readily available knowledge of population distribution and the computer based PPBS system located in the office of the State Administrator.

For example, certain activities such as staff development can best be conducted during the times when the migrant population is low as a result of migrants leaving the county or just arriving. Further, the knowledge of population movement is useful in deciding when testing should be given and staff should be hired. Testing will be more useful for program evaluation and decision making if a large population is involved in the sample.

These enrollment data also give the FMCCP an indication of where services must be reallocated at certain times of the school year. For example, if county A starts to decrease in enrollment due to agricultural or other reasons and county B experiences an increase, quick indications combined with the knowledge of the availability of funds allows the state to expedite program adjustment. This optimizes the use of available state resources.

Grade Placement

With the exception of the Early Childhood preschool children, all children are placed in classes according to the criteria and procedures of each LEA.

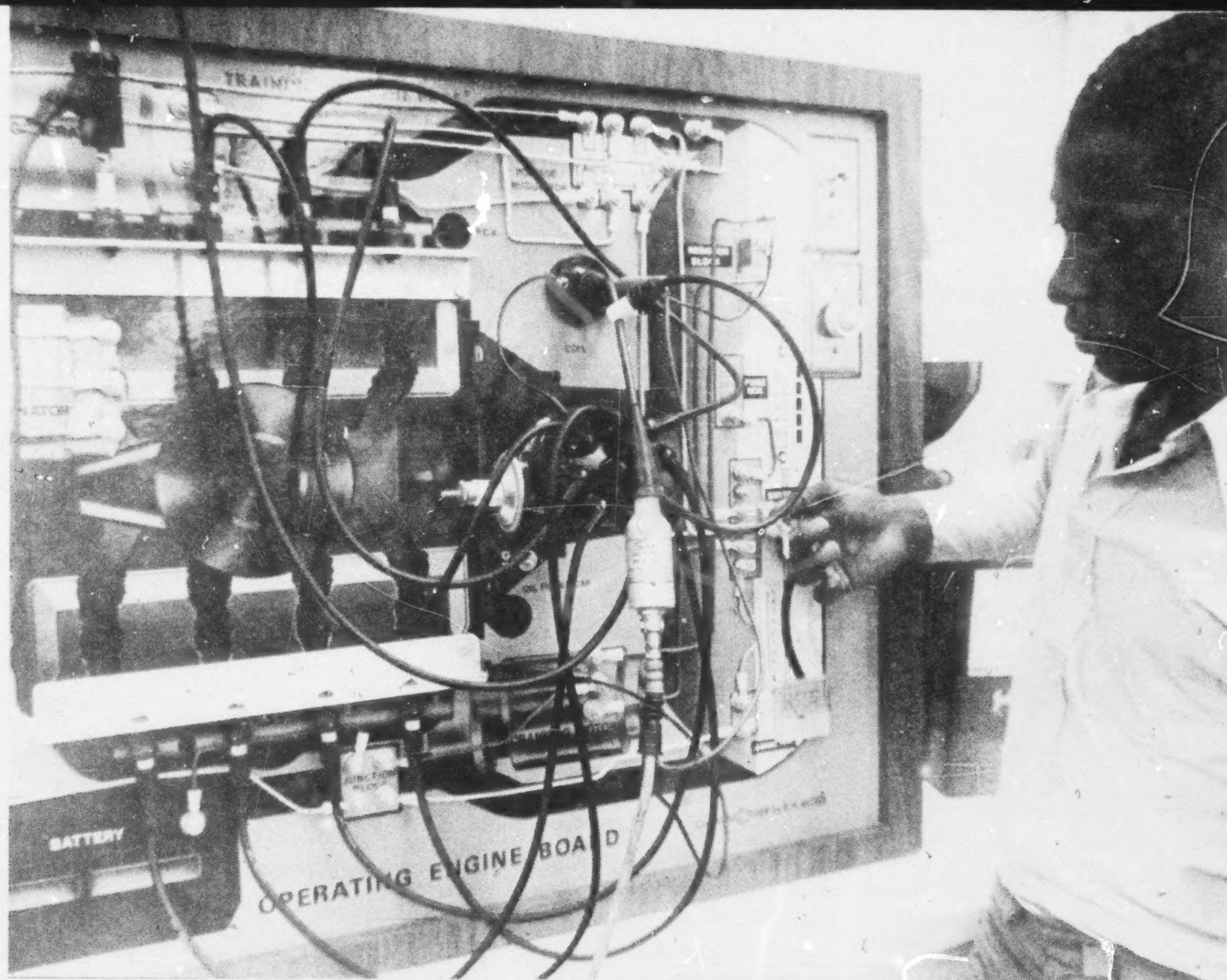
In Early Childhood, the migrant child is placed according to his/her age (whether he/she is three, four or five years old).

The placement in special programs of migrant children other than preschoolers is done according to the component in question.

The placement of students in the LAP is based first on the need for remedial reading and/or on need for assistance in achieving English language proficiency. Further, priority is given in decreasing order to children in grades 1, 2, and 3.

The first judgment for placement is based on an informal inventory made by the teacher. This inventory is followed within one week by a pretest using the appropriate level of the Stanford Early School Achievement Test (Stanford Reading Tests of the OLE'). This standard test is complemented by the Criterion Reading Assessment (CRA). The combination provides both formative and summative student performance data.

To be enrolled in Learn and Earn, students must be at least fourteen years of age. The placement is then subject to the recommendations made by school personnel which include principals, guidance personnel and Learn and Earn instructors. Graphs Nos. 2, 3, and 4 give the special program placement (shown as enrollment transaction in MSRTS) by month.



Learn and Earn Component

Learn and Earn Component

The school attendance of migrant children decreases drastically as they approach secondary and high school age.

The Learn and Earn component was conceived and designed specifically to address this problem.⁶ The objectives are listed as follows:

- to provide students with job entry level skills
- to help each child experience success and improve his/her self concept by achieving success in short term occupational courses
- to personalize instruction in order to allow each child to proceed at his/her own rate of learning
- to motivate these children toward greater participation in the total school program
- to make available opportunities for students to participate in occupational experiences to increase their awareness of the world and equip them for a changing world through hands-on activities, field trips, role playing, games and contact with others
- to develop employability skills necessary for obtaining and retaining a job and to provide an environment that will develop positive attitudes toward work, respect for authority, and ability to follow directions and to get along with others
- to help each child be aware of his occupational potential through continuous evaluation and feedback
- to develop communications involving the school, the community and its agencies, and to insure coordination of all available resources for the benefit of the participating migrant students

The success of this component was measured by the following criteria:

- number of migrant children between the ages of 14 and 18 attending the component

- number of migrant children placed on jobs
- number of migrant children maintaining their jobs while in the program
- employer satisfaction with student employee

There were 56 Learn and Earn units located in 20 counties in FMCCP in FY '76. These units served 1,701 migrant children. Units offered were: Small Engine Repair, Marine Engine Repair, Auto Tune-Up, Typing, Nurses Aide, Supermarket, World of Work, Consumer Education, Cosmetology, Welding, Sewing, Upholstering and Wood Finishing (see Table No. 2).

There were 683 children placed on jobs, or 51% of the students enrolled. This is a very positive accomplishment in the job placement aspect of the program (see Table No. 3).

When viewing the attendance, it is seen that children enrolled without jobs show a 77% to 79% attendance, which children enrolled with employment showed an 89% attendance (see Table No. 4). This speaks well for the ability of the Learn and Earn Program to keep children of this age group in school, and an even greater ability to keep migrant children in school when on-the-job training is provided. In other words, the migrant child enrolled in Learn and Earn shows an attendance rate 10% higher when on-the-job training is provided.

Table No. 2

UNITS COMPLETED

LEARN AND EARN

AREA	NUMBER	UNITS COMPLETED	AVERAGE/STUDENT
Small Engine	738	8877	12.0
Marine Engine	318	3144	9.8
Auto Tune-Up	334	2960	9.2
Typing A	698	7181	10.2
B	407	3517	8.2
C	94	424	4.4
D	53	267	5.0
E	117	427	3.7
F	234	2897	12.3
Nurses Aide A	131	1220	9.0
B	100	741	7.4
Supermarket	519	2845	5.0
World of Work A	379	4316	11.3
B	304	3001	9.9
C	114	1037	9.0
Consumer Ed. A	375	1780	4.8
B	256	1315	5.1
C	217	1049	4.3
D	232	933	4.0
E	190	851	4.5
F	359	1688	4.7
Cosmetology	3	15	5.0
Welding	31	379	12.2
Sewing	22	Not structured in Units	
Upholstering	6		
Woodfinishing	1		

Table No. 3

LEARN AND EARN

ON-THE-JOB TRAINING

<u>REGION</u>	<u>NUMBER STUDENTS</u>	<u>NUMBER WHO WORKED</u>	<u>TRAINING RELATED TO JOBS - %</u>	<u>TRAINING NOT RELATED TO JOBS - %</u>	<u>NUMBER RETAINED JCB WHILE ENROLLED IN PROGRAM</u>
III	427	264	46.2%	53.8%	*
IV	411	243	88.0%	12.0%	203
V	435	176	82.4%	17.5%	172

* INFORMATION NOT SUPPLIED

Table No. 4

LEARN AND EARN

ATTENDANCE

ON-THE-JOB TRAINING

<u>REGION</u>	<u>OVERALL</u>	<u>OJT</u>	<u>NON-OJT</u>
III	86.0%	89.0%	79.0%
IV	86.0%	89.0%	79.0%
V	81.0%	89.6%	77.0%

Table No. 5

LEARN AND EARN

EMPLOYER'S EVALUATION

<u>REGION</u>	<u>EXCEPTIONALLY GOOD</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>POOR</u>	<u>UNSATISFACTORY</u>
III	20.4%	46.4%	28.0%	4.6%	.6%
IV	21.4%	46.7%	19.4%	4.6%	3.5%
V	21.0%	48.9%	24.4%	5.4%	.2%

The employer evaluation of the Learn and Earn student was generally very positive. The employer rated the student employee on fifteen items:

Work Attitudes

- quality (correctness of work)
- initiative
- ability to accept criticism
- ability to follow directions and instructions
- attendance record
- reporting to work on time
- seriousness in attitude toward work

Knowledge and Skills

- ability to express himself orally
- skill level needed to perform job
- care and handling of tools and equipment
- observation of safety rules

Social Characteristics

- courtesy
- personal appearance
- attitude toward public
- attitude toward co-workers

A six point indicator of exceptionally good, good, average, poor, unsatisfactory and not applicable was used.

It can be seen that only 5.2% to 8.1% of the fifteen items received a rating of poor to unsatisfactory (see Table No. 5). This speaks positively for the performance of the Learn and Earn students who received on-the-job training.



Early Childhood Component

Early Childhood Component

The ECH Component served 5,129 children ages 3, 4 and 5 in FY '76. The program is philosophically based on the belief that it is as important to prevent the need for compensation later in school as it is to provide compensation for older children.⁷ In other words, one may concede that disadvantaged children need early intervention or compensation in preschool to establish a firm base to prepare for the regular school experience.

The primary indication of the success in meeting this educational need is found in response to these questions:

1) Are migrant children finishing preschool as "ready" as other children when entering the first grade? 2) How does the child receiving ECH perform in the first three grades in school?

FMCCP operated two hundred and ten (210) preschool units in twenty-six counties in FY '76. The objectives are stated as follows:

- Having benefited from the Early Childhood program which includes 120 days attendance per year for three years, 90% of migrant first grade students will show ability to perform at a first grade level.
- Having benefited from the Early Childhood program which includes 120 days attendance per year for two years, 75% of migrant first grade students will show ability to perform at a first grade level.

- Having benefited from the Early Childhood program which includes 120 days attendance per year for one year, 60% of migrant first grade students will show ability to perform at a first grade level.

The success of this activity was measured at two levels for FY '76: 1) the Metropolitan Readiness Test (MRT) was given to all children entering the first grade in FY '77; 2) children having previously received a combination of years service (i.e., 3, 4 or 5) or any combination in the ECH were identified and tested in grades 1, 2 and 3 using the SESAT and Stanford Reading Test.

The findings of the MRT were very impressive. A total of 595 children entering first grade were tested. The limiting criterion used in this sample was that each child would have attended preschool a minimum of 120 days per year.

It can be seen that 54% of the children benefiting from one year preschool scored "C" or better, while 56% of the children having two years and 66% of the children completing three years did as well (see Table No. 6). This speaks very positively for the Early Childhood program and says that the children finishing preschool are as "ready" or more "ready" to enter regular first grade as children from other populations.

Table No. 6

EARLY CHILDHOOD

<u>YEAR IN PROGRAM</u>	<u>N</u>	<u>A LEVEL</u>	<u>N</u>	<u>B LEVEL</u>	<u>N</u>	<u>C LEVEL</u>	<u>N</u>	<u>D LEVEL</u>	<u>N</u>	<u>E LEVEL</u>
1	14	6	22	9	90	39	80	13	27	12
2	21	8	48	18	80	30	92	34	28	10
3	6	6	26	28	30	32	30	32	1	1
NATIONAL PERCENTAGES		7		24		38		24		7

<u>YEAR</u>	<u>A-C</u>	<u>N</u>	<u>%/SAMPLE</u>
1	54	233	39
2	56	269	45
3	66	93	16

It can be further noted that children in this sample receiving three years of preschool score higher and are more "ready" than are children having one or two years.

The ECH study of children in grades 1, 2 and 3 included a total of 1,670 children in the final sample. Approximately 6,000 were initially identified in the MSRTS. Of the sample included in the study, the ethnic distribution was 736 Black, 382 Spanish surnames, 127 White and 425 undesignated. As previously reported, the SESAT was given to the first grades and the SRT was administered to the second and third grades. The findings were as follows: (See Table No. 7 and Graph No. 5).

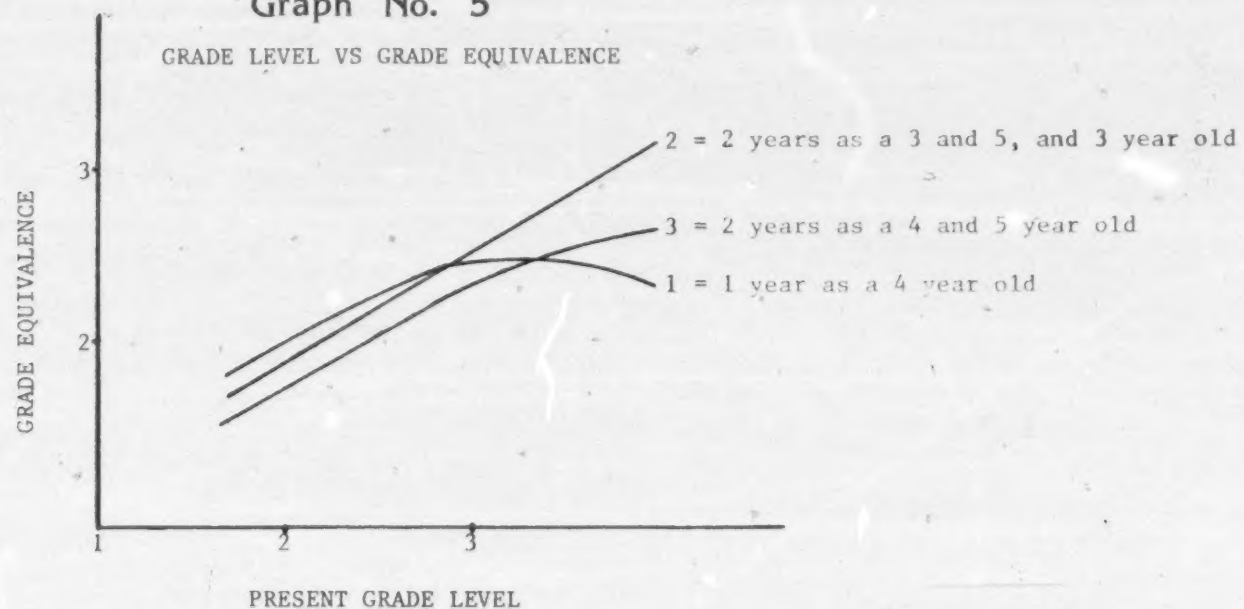
Table No. 7

EDUCATIONAL LEVEL VS PRESCHOOL EXPERIENCE

GRADE	1 YEAR						2 YEARS						3 YEARS	
	N	3 YEAR	N	4 YEAR	N	5 YEAR	N	3 & 4 YEARS	N	3 & 5 YEARS	N	4 & 5 YEARS	N	3 YEARS
1	6	1.7	36	1.7	186	1.4	170	1.6	125	1.6	416	1.5	115	1.6
2	4	2.6	48	2.3	128	2.1	202	2.3	163	2.2	340	2.2	152	2.3
3	2	2.5	33	2.4	114	2.6	40	2.8	26	3.1	200	2.7	26	3.1

Graph No. 5

GRADE LEVEL VS GRADE EQUIVALENCE



- Children tested at the 1.7 grade level showed a grade equivalent mean of 1.4 for children having one year as a five year old and 1.7 for children having one year as a three or four year old.
- Children tested at the 1.7 grade level showed a grade equivalent mean of 1.6 for children having two years preschool as three and four year olds and the same for the three and five combination. The four and five combination showed a mean grade level of 1.5.
- Children tested at the 2.7 grade level showed a mean grade equivalence of 2.6 for one year as a three year old, 2.3 for one year as a four year old, and 2.1 for one year as a five year old.
- Children tested at the 2.7 grade level showed no significant difference for the two year combination, 2.2 for three and five, and for four and five. For the three and four combination, the mean was 2.3. The three year combination also showed a mean of 2.3.
- Children tested at the 3.7 grade level showed mean values of 2.5, 2.4 and 2.6 for one year as a three, four or five year old respectively.
- Children tested at the 3.7 grade level showed mean values of 2.8, 3.1 and 2.7 for the two year combinations of three and four, three and five, and four and five respectively. The total of three years showed a mean of 3.1.



Language Arts Component

The basic goal of the Language Arts Component is to provide compensatory individualized language programs to the migrant student.⁸ This service is provided as soon as possible to prepare the student for entry or re-entry into the regular school program. The program serves both English and non-English speaking migrant children.

The LAP staff for each unit consists basically of one tutorial (head) teacher and ten tutors. Each tutor instructs approximately fifteen students per day. Approximately 11,562 children were served in the LAP this year.

The general objectives of the LAP Component are:

- to provide the opportunity for each migrant child to improve communication skills necessary for varying situations
- to provide specially designed programs in Language Arts that will increase the migrant child's capabilities to function at a level concomitant with his potential
- to provide experiences which will enable the migrant child to listen, speak, read and write commensurate with his/her capabilities in order to prepare him/her for entry or re-entry into the school's regular language arts program

The instruction in this component is highly individualized. Each child is assessed at the beginning of the program using the SESAT and SRT, depending upon the grade level. The Criterion Reading Assessment is given and a prescription for instruction made.

The Spanish child receives special assistance in compensation for a lack of competence in English.

Table No. 8 shows the outcome data. The objective in this component is to show a 1.5 months' gain for every twenty hours of instruction. It can be seen that 48% of the children tested showed a mean gain of 1.7 months for every twenty hours of instruction. This is a very positive showing.

Table No. 8

LANGUAGE ARTS

<u>REGION</u>	<u>N</u>	<u>% MEETING OBJECTIVE</u>	<u>GAINS PER MONTH</u>
III	1281	36.3%	1.2
IV	861	61.0%	2.4
V	1144	53.0%	1.8
STATE TOTAL	3286	48.0%	1.7

Parental Involvement

Parents have been involved in varying degrees at all levels of the program. The meeting of the State Parent Involvement Council on May 4, 1976, resulted in four recommendations. The Parent Advisory Council will:

- have more frequent meetings in camps where migrants live
- hold the next meeting in December, 1976
- advocate the placement of five year old migrant children in regular kindergarten programs
- recommend provision be made for full day instruction by supporting with migrant funds half-day sessions where five year olds presently attend half-day regular school programs.



Supportive Services

The Supportive Services Component of the FMCCP encompasses vital activities. This component provides activities and services that deal with all problems which prevent the migrant child from participating in educational experiences.

The staff includes records clerks, social educators, community health workers and terminal operators.

The records clerks and terminal operators are responsible for collecting and transmitting all critical data on migrant children. This process, which is efficient and rapid, assures that the education process will not be hampered by lack of critical information. It also insures that continuity of education is preserved.



The social educators and community health workers were responsible for identification, enrollment and arranging for medical and nutritional services.

Table No. 9 exhibits a summary of the many services rendered:

Table No. 9

HEALTH SERVICES

<u>SERVICES</u>	<u>TOTALS</u>	<u>SERVICES</u>	<u>TOTALS</u>
Glasses	373	Physical Follow-Up	424
Hearing Aid	9	Blood Pressure	157
Tooth Extraction	303	HB/HCT	368
Vision Screening	5,143	Urinalysis	360
Hearing Screening	3,079	Typhoid/Paratyphoid	17
Dental Screening	1,990	Sickle Cell	140
Immunizations	13,324	Color Blindness	9
Dental Filling	18	OutPatient Services	324
Tuberculous Test (PPD)	2,009	Prescriptions	1,118
Height & Weight	585	In Hospital	17
X-Ray	75	Lab Work	811
Head Lice	15	Orthopedic	10
Eye Infection	1	Glasses Repaired	8
Broken Limb	3	Audiometric	2,079
Medical Referrals	830	Speech	108
Colds, Etc.	14	Blood Lead	16
Pediculosis Check	332	Flouride	247
Physicals	4,890	Welfare Aid	447

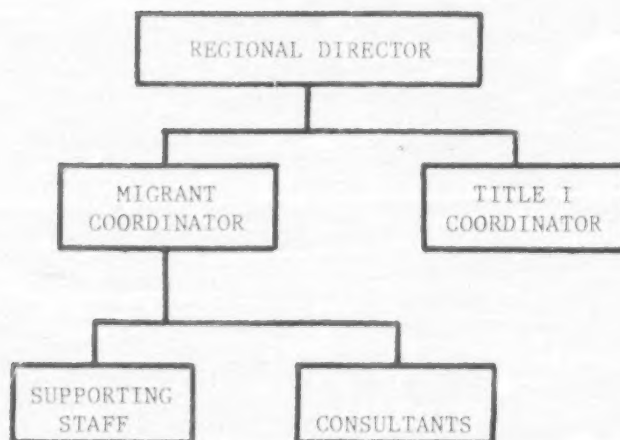
Inter-Relationship with The Regular Title I Program

The Regional Organization has the responsibility of both Regular ESEA Title I and ESEA Title I Migrant. It is the responsibility of the Regional Director to coordinate program planning with the assistance of the Regional Migrant Coordinator and the Title I Regional Coordinator.

This facilitates the maximum use of both programs and makes Migrant Education truly a supplement to Regular Title I. Chart No. 2 gives the Regional Organization:

Organizational Chart No. 2

REGIONAL ORGANIZATION



Staff Development

If viewing any program proposal which deals with services to people, it is readily seen that 70% to 80% of all monies are spent on staff. It is, therefore, obvious that to get optimum service for the money, an important investment should be made in staff development. The FMCCP recognizes this fact and conducts many activities which include:

- State migrant conference for all staff at first of the year.⁹
- Inservice for professionals and para-professionals in ECH, LAP, L&E, and SS during regular school year.
- Conversational Spanish for English speaking teachers of migrant children.
- State planning session for writing State and local projects.
- Eastern Stream Inter-State Conference
- National Conference



Staff Development

Career Services

During the past two years, effort has been made to identify students who may receive stipends and/or scholarships to attend college or other post high school studies.¹¹ This effort has been coordinated through principals, guidance counselors and classroom teachers in each of the schools whether or not migrant instructional programs are in operation.

In several communities other agencies have assisted with the identification of these youngsters. In 1976, approximately 331 students were identified and are receiving financial assistance in their post high school studies for the fall of 1976.

Appendix

1. Region III, evaluation of the Florida Migratory Child Compensatory Program, (1976).
2. Region IV, evaluation of the Florida Migratory Child Compensatory Program, (1976).
3. Region V, evaluation of the Florida Migratory Child Compensatory Program, (1976).
4. Florida State-Wide Assessment, (1974-75).
5. An Educational Needs Assessment for the Children of Florida's Migratory Agricultural Workers, (April 1, 1976).
6. Florida Migratory Child Compensatory Program, Learn and Earn Guide, (1974).
7. Florida Migratory Child Compensatory Program, A Handbook for Teachers of Three, Four and Five Year Old Migrant Children, (1975).
8. Florida Migratory Child Compensatory Program, Language Arts Tutorial Handbook, (1975).
9. Florida Migratory Child Compensatory Program, evaluation report, State Conference, (September, 1975).
10. Florida Migratory Child Compensatory Program, Conversational Spanish for Teachers of Migrant Children, (1975).
11. Career Education Development Report, (1976).

All reports listed in the Appendix may be secured by writing:

Florida Migratory Child
Compensatory Program
Florida State Department
of Education
Knott Building
Tallahassee, Florida 32304